



Close Correlation or Discouraging Disconnect: The Impact of Internationalization Efforts on Student Global Learning

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Internationalization and Global Learning

*A Joint Project by the American Council on Education and the
National Survey of Student Engagement*

Speakers

- **Robin Matross Helms**, Director, ACE Center for Internationalization & Global Engagement
- **Jillian Kinzie**, Associate Director, Indiana University Center for Postsecondary Research & the National Survey of Student Engagement (NSSE) Institute
- **Jim Cole**, Research Analyst, Indiana University Center for Postsecondary Research & the National Survey of Student Engagement (NSSE)
- **Dawn Michele Whitehead**, Senior Director for Global Learning & Curricular Change, AAC&U

Session Overview

- **Part 1: Individual study results**
 - Mapping Internationalization on US Campuses
 - NSSE Global Learning Module – 2 years of results
 - Expert commentary and questions
- **Part 2: The joint analysis**
 - Key findings
 - Implications for practice
 - Resources

HE Internationalization Efforts

- Most US institutions embrace internationalization as institutional priority
- Increased global learning opportunities in undergraduate education
- More international students on US campuses
- Greater internationally focused faculty professional development
- More international partnerships



ACE's CIGE Model for Comprehensive Internationalization

Six interconnected target areas for institutional initiatives, policies, and programs:



State of Global Learning Emphasis



- Declared commitment in colleges & universities
- Expressed in Quality Frameworks



- Framed in Global Learning VALUE Rubric



- Disinvestment in international studies in federal policy & programs
- No accreditors have emphasized expectations for global literacy
- Study abroad much touted, but involves <10% of all college students

What Internationalization and Global Learning Initiatives are the focus at your institution?



Global Learning & Internationalization Reprise



A Glimpse of Global Learning: Assessing Student Experiences and Institutional Commitments

By: Jillian Kinzie, Robin Matross Helms and James Cole

Liberal Education,
Spring 2017, Vol. 103,
No. 2

Brief Review: What Have we Learned from Two Survey Projects?

ACE: Mapping Internationalization on U.S. Campuses

NSSE: Assessing Global Learning



Overall Status and Trends

- Overall, would you say the level of internationalization at your institution in the last three years (academic years 2012-13 to 2014-15) has been:
 - ☐ Very high
 - ☐ High
 - ☐ Moderate
 - ☐ Low
 - ☐ Very low
- During the last three years (academic years 2012-13 to 2014-15) has internationalization accelerated on your campus?
 - ☐ Yes, to a significant degree
 - ☐ Yes, somewhat
 - ☐ No change
 - ☐ No, but my institution has always been a leader in this area
- What are your institution's main reasons for internationalizing? Select up to THREE:
 - ☐ Improve student preparedness for a global era
 - ☐ Diversify students, faculty and staff at the home campus
 - ☐ Become more attractive to prospective students at home and overseas
 - ☐ Raise international reputation and rankings
 - ☐ Support institutional accreditation
 - ☐ Generate new revenue for the institution
 - ☐ Attract global talent (faculty and researchers)
 - ☐ Contribute to international development initiatives
 - ☐ Participate in U.S. diplomacy efforts



Topical Module: Global Learning

NSSE's Global Learning module assesses student experiences and coursework that emphasize global efforts, world cultures, necessities, religions, and other international topics. The module is appended to and complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education's 2010 edition of the Mapping Internationalization on U.S. Campuses survey. Launched in 2016, the Global Learning module replaces the second Global Perspectives module.

- How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Providing courses that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing activities and experiences (speakers, events) that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Which of the following have you done or do you plan to do before you graduate?

	Never or in progress	Almost all	Do not plan to do	Have not decided
a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Complete a course that focuses on perspectives, issues, or events from other countries or regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Complete a course that focuses on religions or cultural groups other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- During the current school year, how much has your coursework encouraged you to do the following?

	Very much	Quite a bit	Some	Very little
a. Understand the similarities, values, or customs of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- During the current school year, about how often have you done the following?

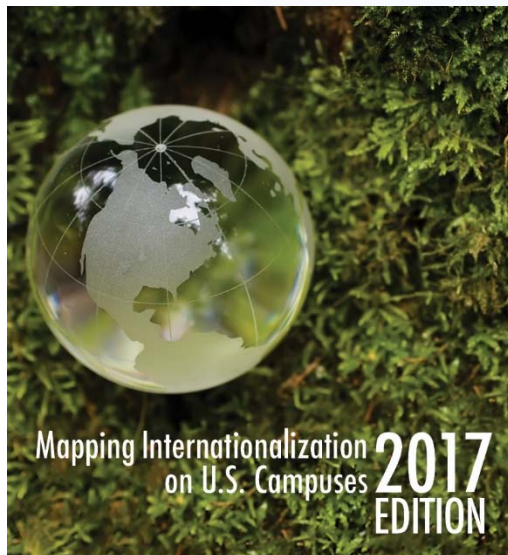
	Very often	Often	Sometimes	Never
a. Discussed international or global topics and issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Talked about international opportunities (study abroad, international internship, Model UN, field study or research abroad, etc.) with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Attended events or activities that promoted the understanding of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on out-of-class activities (scrapbook events, committees, student groups, etc.) with an international or global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- During the current school year, have you looked for information about global education programs and opportunities (study abroad, international internships, international field studies or research, volunteering abroad, etc.)?
 - ☐ Yes
 - ☐ No

(only if "Yes")

5b. Which of the following were your sources of information? (Select all that apply.)

 - ☐ Study abroad or international studies office
 - ☐ Multicultural department office
 - ☐ Career office
 - ☐ Academic advisor

Mapping Internationalization on U.S. Campuses



ACE American Council on Education®
Celebrating the 100 Years of Leadership and Advocacy

ACE American Council on Education®
CIGE Center for Internationalization and Global Engagement

- Only **comprehensive** source of data and analysis on U.S. higher education internationalization.
- Survey conducted **every 5 years** (2001, 2006, 2011, 2016).
- Includes a range of **institution types**:
 - Associates (community colleges)
 - Baccalaureate (4-year liberal arts)
 - Master's
 - Doctoral
- **New report released in June 2017.**
 - Available at www.acenet.edu/mapping

CIGE Model for Comprehensive Internationalization

A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented** and **internationally connected**.



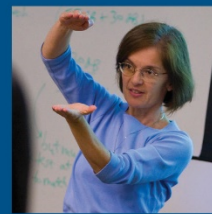
Articulated
institutional
commitment



Administrative
leadership,
structure, and
staffing



Curriculum,
co-curriculum,
and learning
outcomes



Faculty policies
and practices



Student
mobility



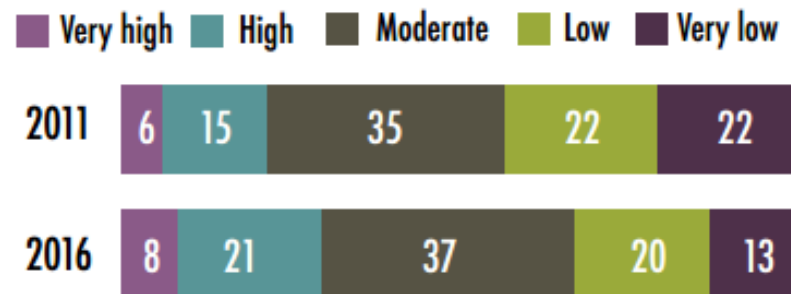
Collaboration
and
partnerships

← COMPREHENSIVE INTERNATIONALIZATION →

Overall Optimism & Commitment

- 72% of institutions report that internationalization has **accelerated**.
- More institutions report a **high level of internationalization**.
- About half of institutions include internationalization in **mission statements & strategic plans**.

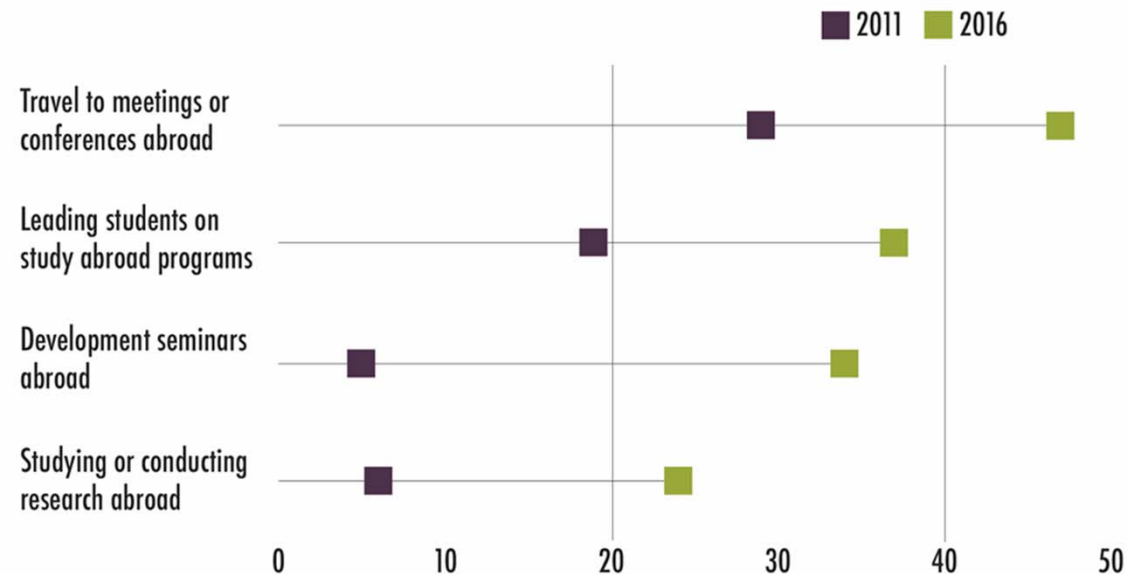
Reported overall level of institutional internationalization in recent years



Leadership, Structure & Staffing

- **President** is seen as top catalyst.
- 53% of institutions have a “**senior international officer.**”
 - Increasing in number & influence.
- Substantial increase in **professional development for staff.**

Percentage of institutions that provide funding for staff professional development opportunities abroad



Reasons for Internationalizing

#1

Improve
student
preparedness
for a global
era.

#2

Diversify
students,
faculty, and
staff at the
home campus.

#3

Become more
attractive to
prospective
students at
home and
overseas.

Internationalization Priorities

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

- #1: Increasing study abroad for U.S. students
- #2: Recruiting international students
- #3: Partnerships with institutions abroad
- #4: Internationalizing the curriculum/co-curriculum
- #5: Faculty development

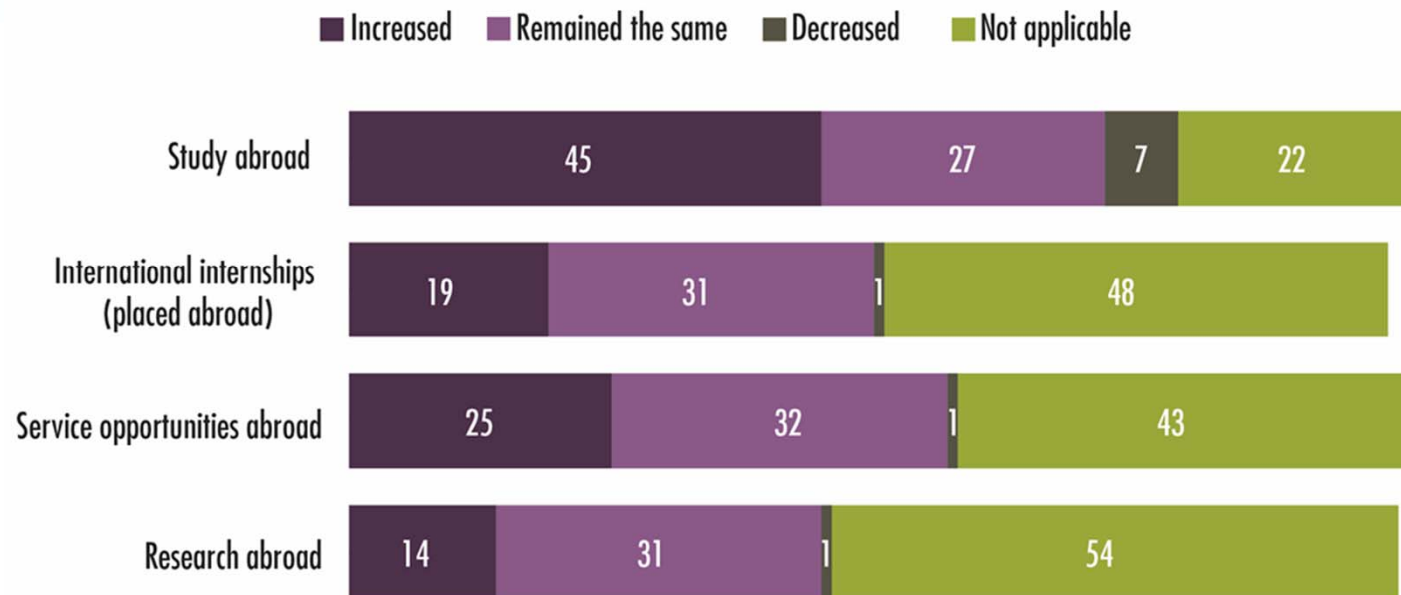
Student Mobility

- 48% of institutions have an international student **recruiting plan**.
- 49% offer **scholarships or financial aid** for international undergrads.
- Markedly higher percentage of institutions using **agents**.

Student Mobility

- About half of institutions offer **scholarships** for education abroad.
- **Participation rates** increasing, but still low (10%).

Percentage of institutions indicating education abroad participation has increased, decreased, or remained the same in the last three years (2016)



International Partnerships

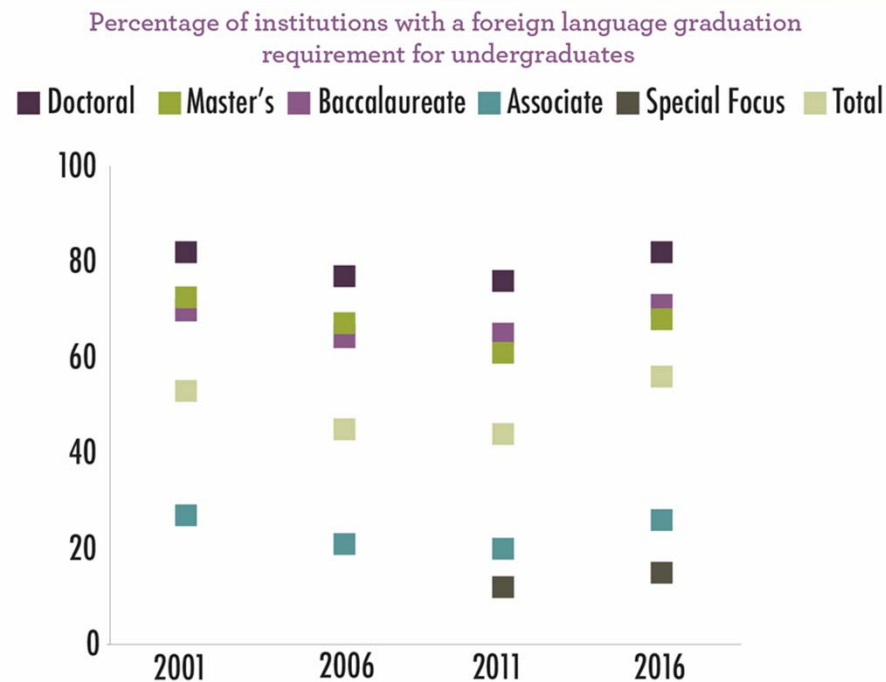
- 40% of institutions have a **strategy** for partnership development.
- 30% have a dedicated **staff member**.
 - E.g. International partnership director

Top countries for international partnerships (2016)

Existing Activity	Targeted for Expanded Activity
China	China
Japan	India
United Kingdom	Brazil
Germany	Mexico
France	Vietnam
South Korea	South Korea

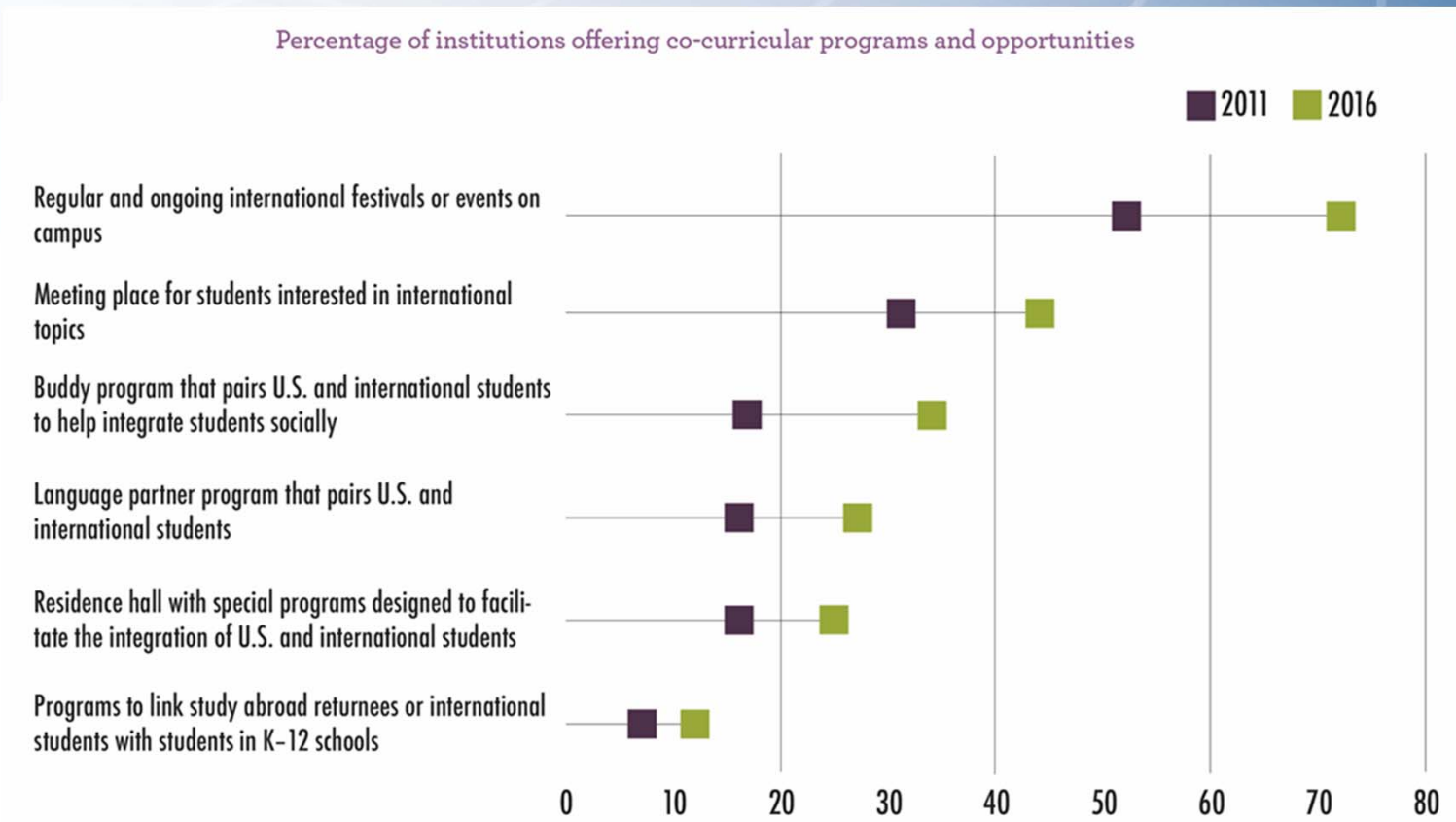
Curriculum, Co-Curriculum & Learning Outcomes

- 64% of institutions have **global learning outcomes**.
- 49% of **general education requirements** include a global component.
- **Language requirements** are (modestly) on the rise (!).



Curriculum, Co-Curriculum & Learning Outcomes

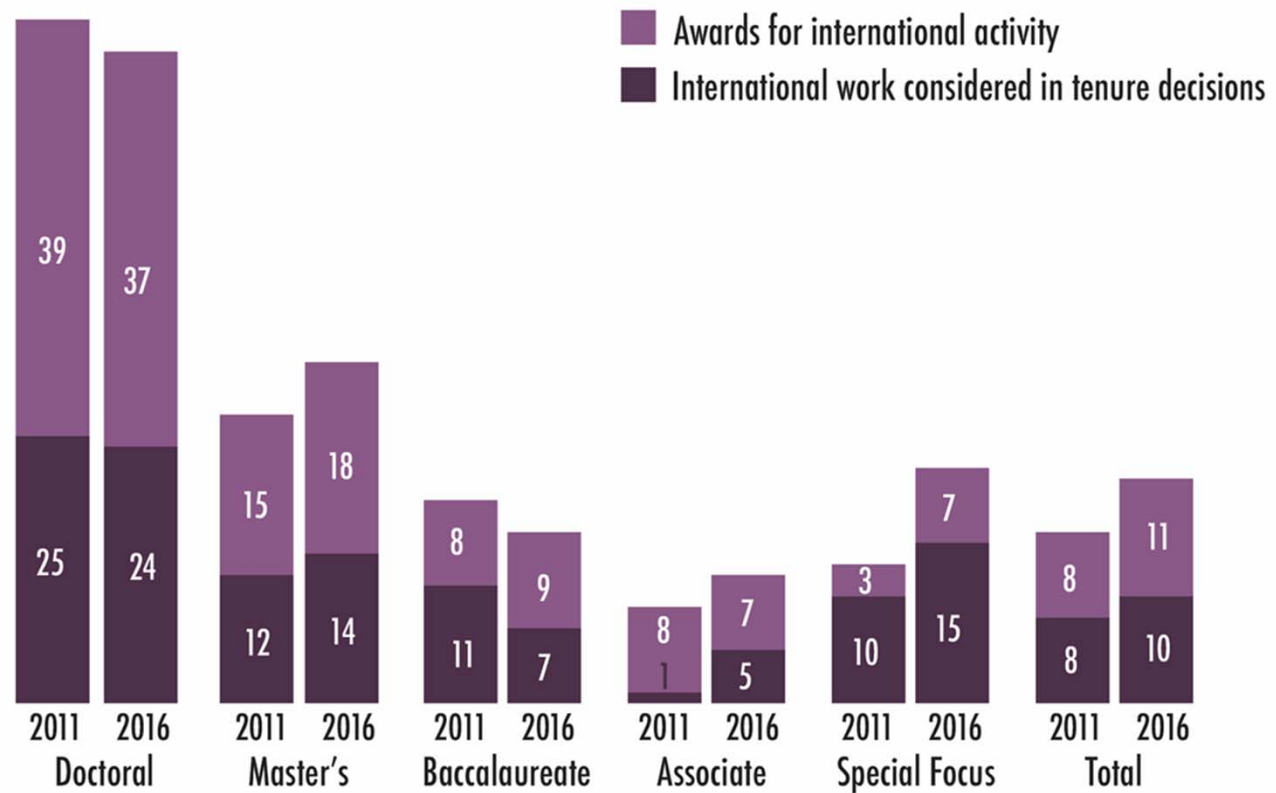
Notable increase in internationally-focused co-curricular programs, BUT...



Faculty

- 47% of institutions give preference to international background & experience when **hiring**.
- Small increase in **promotion/tenure policies & awards**.

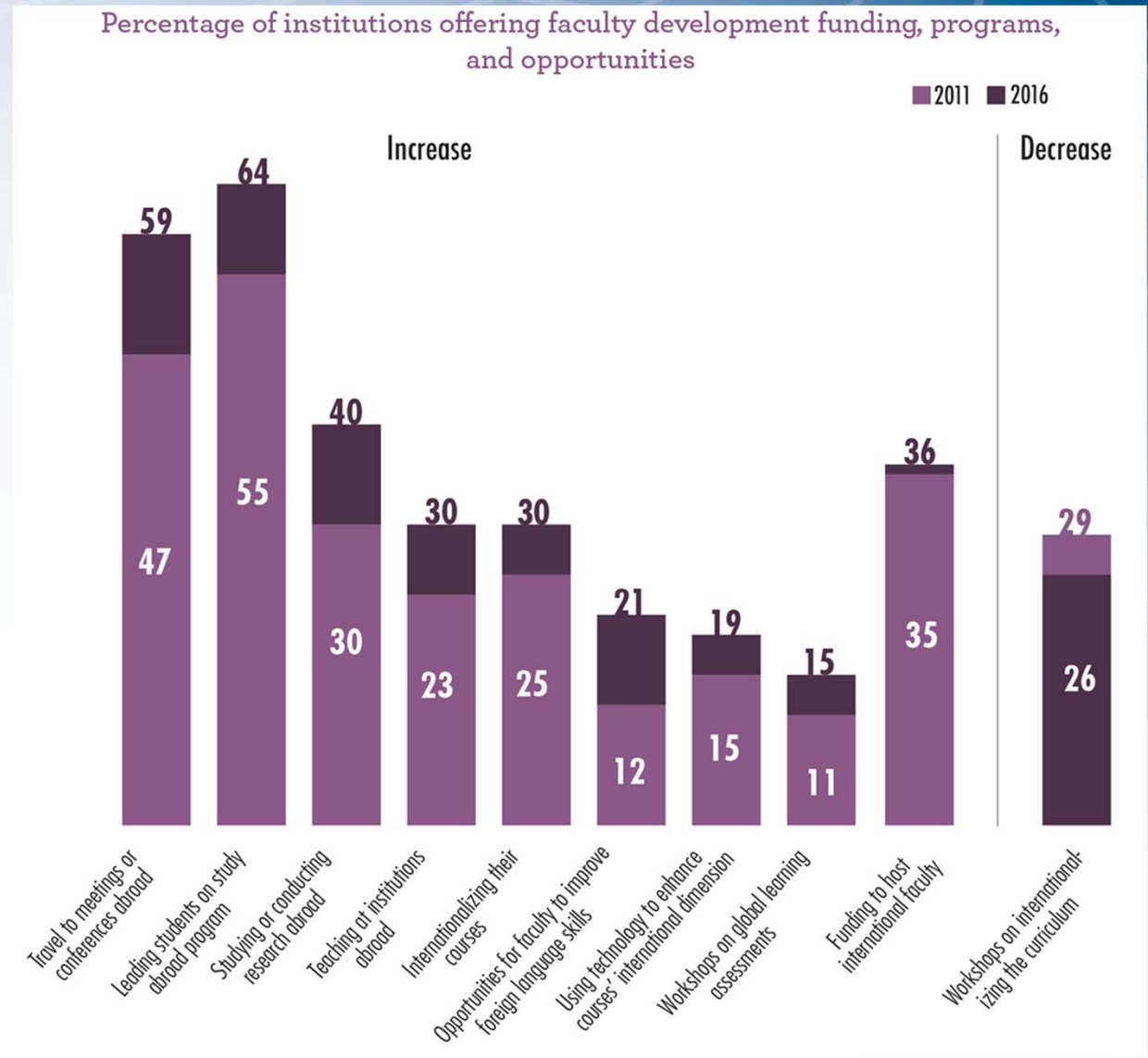
Percentage of institutions that consider international work or experience in promotion and tenure decisions and/or offer faculty awards for international activity



Faculty

More faculty professional development opportunities for faculty, BUT:

- Focus abroad
- Uneasiness re. overall status

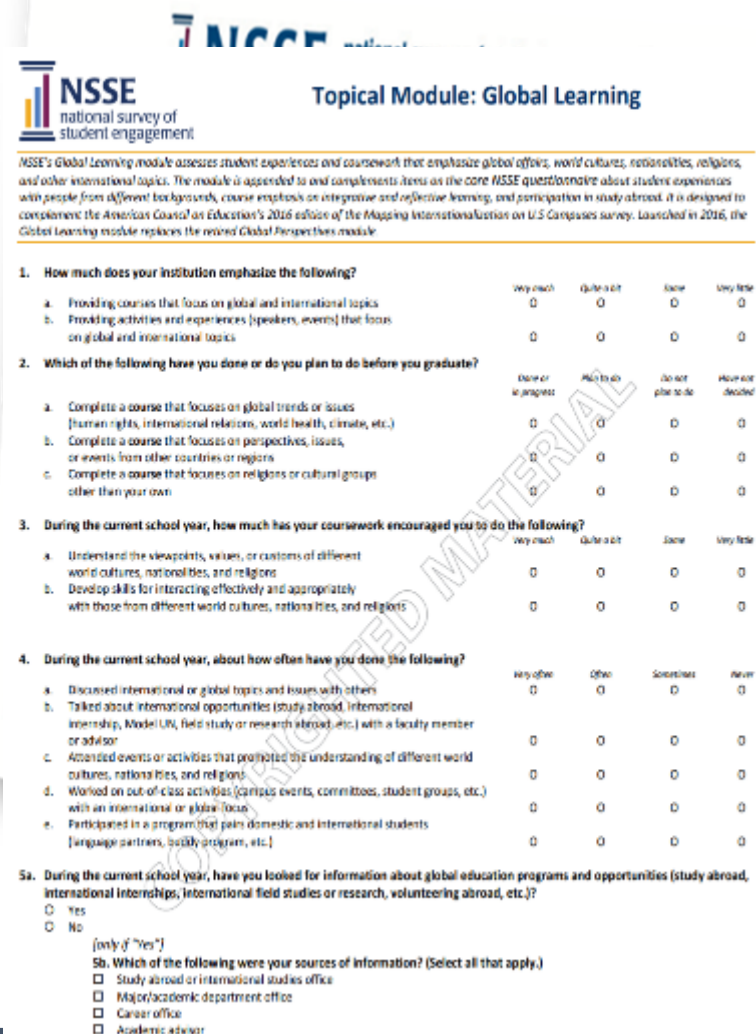


Key Take-Aways

- Broad vision & optimism sometimes need a **reality check**.
- Efforts & resources **reflect stated priorities**.
 - Intensifying emphasis on student mobility
 - Curriculum & faculty efforts increasing, but not as fast.
- Internationalization is largely an **external facing** endeavor
 - Implications for student learning?

NSSE and Global Learning

- Optional module “Global Learning” new in 2016
- Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics
- 91 US Bachelor’s-granting institutions (2016-17)
 - 34% public



NSSE
national survey of
student engagement

Topical Module: Global Learning

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2. Which of the following have you done or do you plan to do before you graduate?

	Done or in progress	Plan to do	Do not plan to do	Have not decided
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c. Complete a course that focuses on religions or cultural groups other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, how much has your coursework encouraged you to do the following?

	Very much	Quite a bit	Some	Very little
a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4. During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
a. Discussed international or global topics and issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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c. Attended events or activities that promoted the understanding of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on out-of-class activities (campus events, committees, student groups, etc.) with an international or global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5a. During the current school year, have you looked for information about global education programs and opportunities (study abroad, international internships, international field studies or research, volunteering abroad, etc.)?

☐ Yes

☐ No

(only if "Yes")

5b. Which of the following were your sources of information? (Select all that apply.)

☐ Study abroad or international studies office

☐ Major/academic department office

☐ Career office

☐ Academic advisor

NSSE Global Learning Survey Items

Global Learning (20 items) Example items include:

- how much the institution emphasizes providing courses that focus on global and international topics
- how much coursework has encouraged development of skills for interacting with those from different world cultures, nationalities, and religions
- how much students discussed international or global topics or issues with others
- NSSE core survey includes question about study abroad



NSSE Global Learning: What Have We Learned?

- **Institutional Emphasis (1 a,b)**
- **Global Course-Focus (2 a-c; 3 a,b)**
- **Global Engagement (4 a-e; 5 a,b)**
- **Global Gains (6 a-f)**
- **Study Abroad (core survey 11d)**

NSSE
national survey of
student engagement

Topical Module: Global Learning

NSSE's Global Learning module consists of 11 questions and 10 sub-questions that explore global learning, study abroad, international engagement, and global course focus. The module is designed to assess and improve the quality of global learning experiences at institutions of higher education. The module is available for use in the NSSE Global Learning module survey, which is a part of the NSSE Global Learning module survey. The module is available for use in the NSSE Global Learning module survey, which is a part of the NSSE Global Learning module survey.

Question	Response	Score	Weight
1. How much does your institution emphasize global learning?	Not at all	1	1
2. How much does your institution emphasize global learning?	Not at all	1	1
3. How much does your institution emphasize global learning?	Not at all	1	1
4. How much does your institution emphasize global learning?	Not at all	1	1
5. How much does your institution emphasize global learning?	Not at all	1	1
6. How much does your institution emphasize global learning?	Not at all	1	1
7. How much does your institution emphasize global learning?	Not at all	1	1
8. How much does your institution emphasize global learning?	Not at all	1	1
9. How much does your institution emphasize global learning?	Not at all	1	1
10. How much does your institution emphasize global learning?	Not at all	1	1

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NSSE Global Learning: What Have We Learned?

Institutional Emphasis

- Half of all seniors perceive “substantial” institutional emphasis on global topic courses and activities & events
- First year students perceive stronger emphasis (61%) on global activities, less about courses



NSSE Global Learning: What Have We Learned?

Global Course-Focus

- About half of all seniors have completed a course that focuses on global trends, or perspectives from other countries, or on religions or cultural groups
- A little more than 1/3 of first year students plan to complete one of these courses



NSSE Global Learning: What Have We Learned?

Global Engagement

- **Most frequent** activities first years & seniors:
 - Discussing international issues, talked about intn'l opportunities
- **Least frequent** activities:
 - Worked on out-of-class activities (events, committees) with intn'l or global focus and participated in a program pairing domestic & intn'l students



NSSE Global Learning: What Have We Learned?

Global Gains

RANK

- A. Being informed about current international & global issues
- B. Speaking a second language
- C. Seeking international or global opportunities out of your comfort zone
- D. Understanding how your actions affect global communities
- E. Preparing for life and work in an increasingly globalized era
- F. Encouraging your sense of global responsibility

1*

6

5

4

3

1*

Strongest Correlations among Global Learning Items

Global Engagement (5 items: discussing global topics; talked about international opportunities; attended global events; out-of-class global focus; program pairing domestic \intn'l students)	Global Gains (6 items: informed on global issues; second lang; seek opp out of comfort zone; understand actions in global communities; prep for life in global era; encourage global responsibility)	.64
Institutional Emphasis (2 items: courses and activities emphasizing global)	Global gains (6 items)	.57

NSSE Global Learning: What Have We Learned?

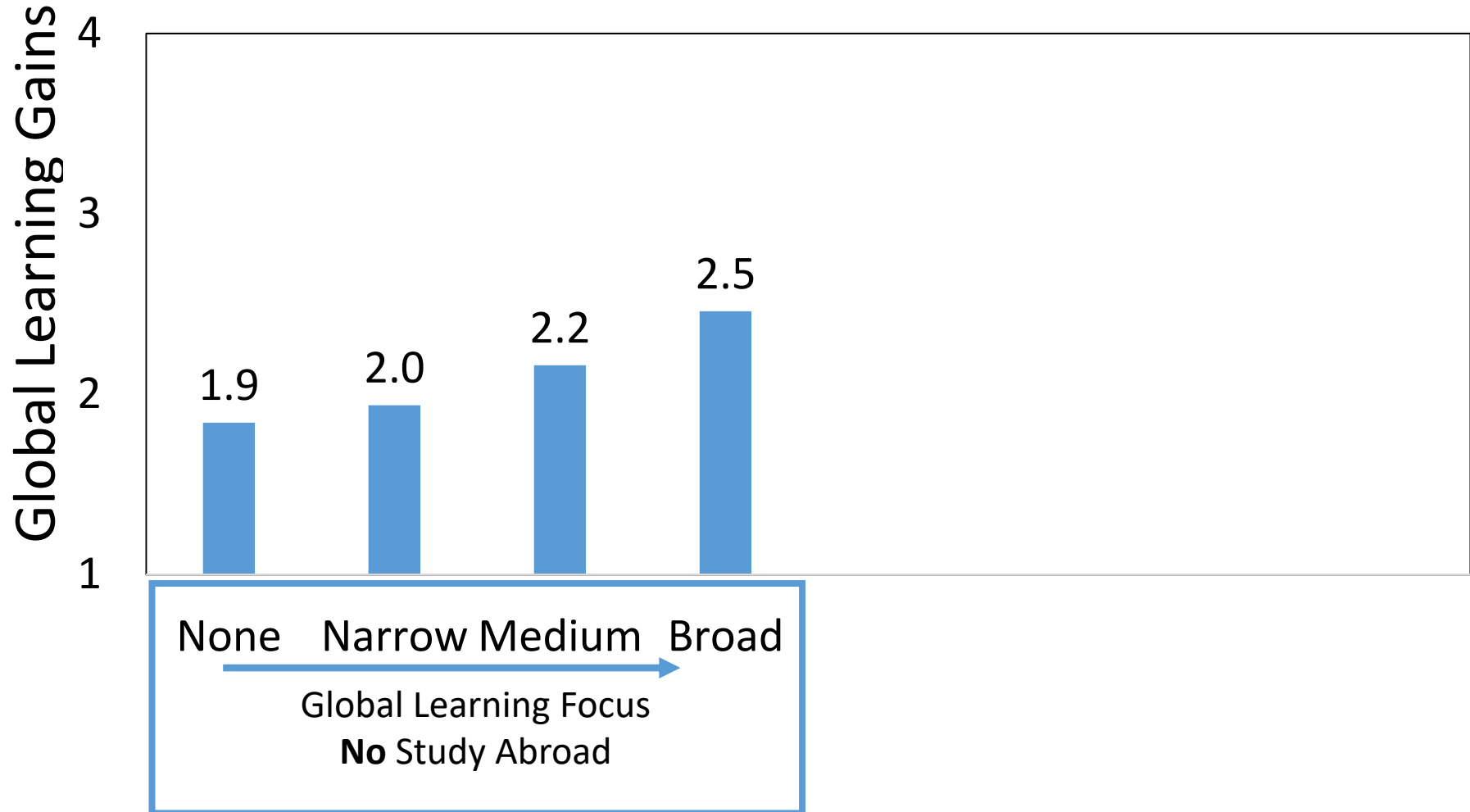
Study Abroad



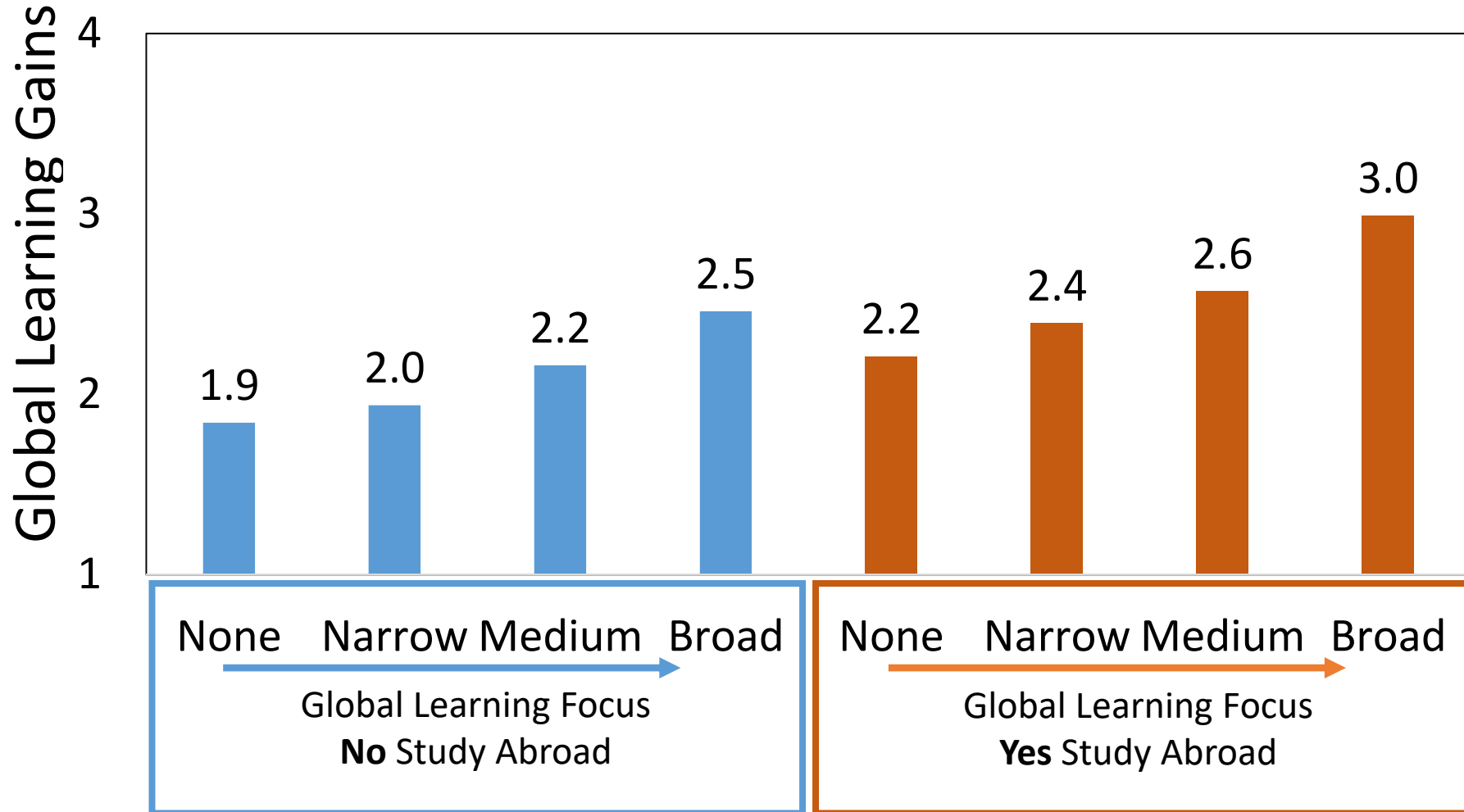
**40% FY students:
“plan to do” study
abroad**

**13% Seniors have
“done” study
abroad**

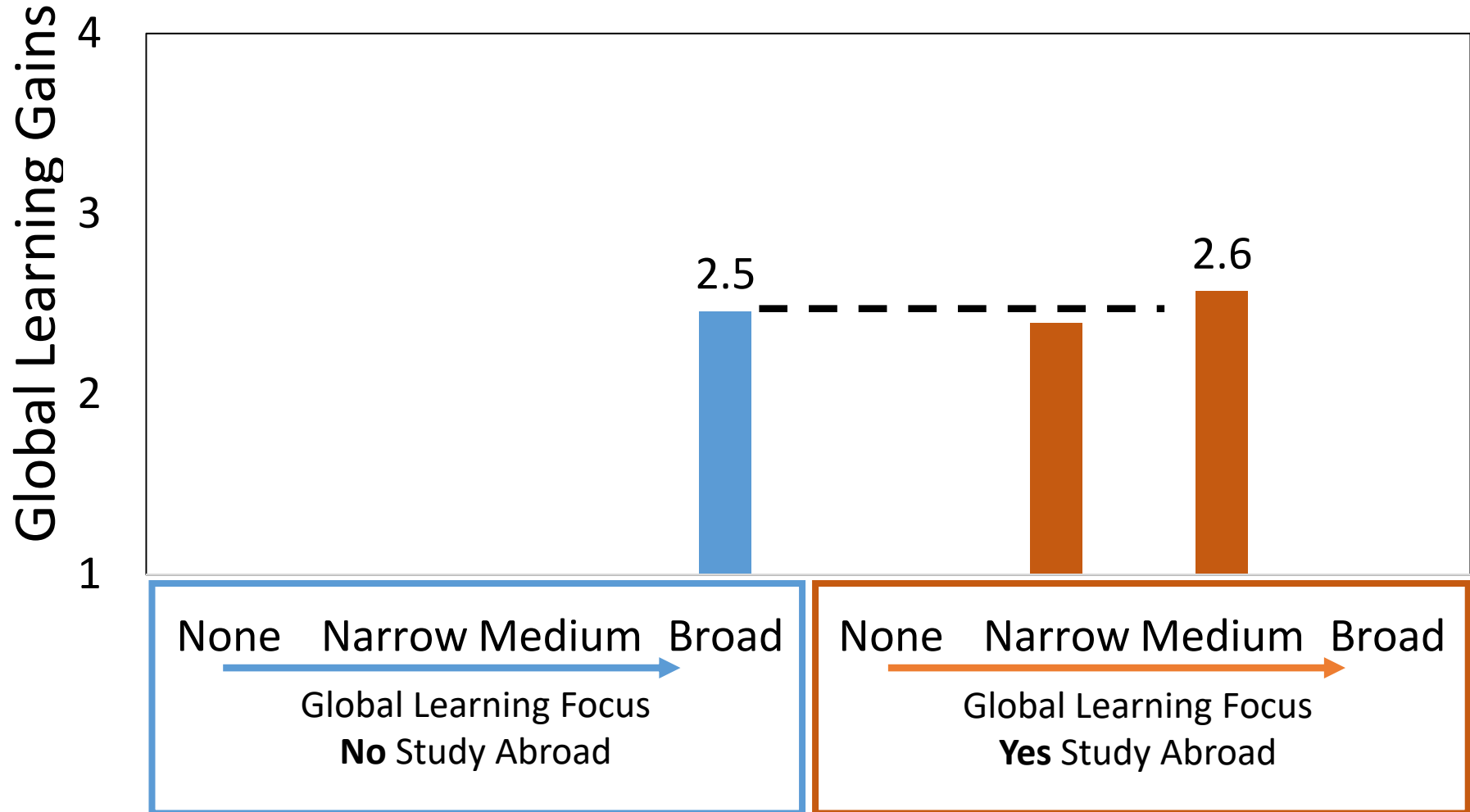
Global Learning Course Focus and Study Abroad (SR only)



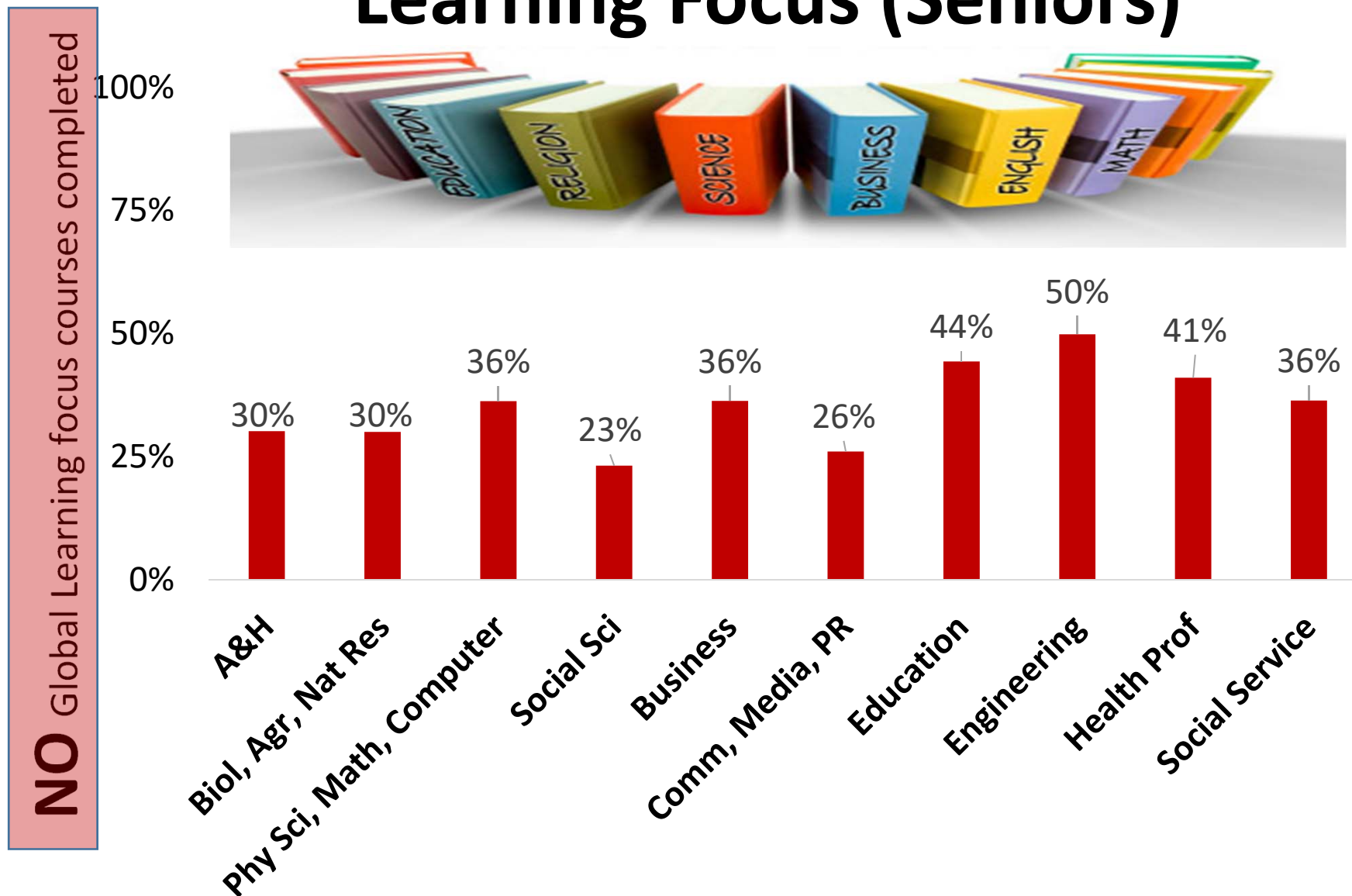
Global Learning Course Focus and Study Abroad (SR only)



Global Learning Course Focus and Study Abroad (SR only)



Disciplinary Differences & Global Learning Focus (Seniors)





In Brief: NSSE Global Learning Findings

- Students keen to global emphasis, desire courses
- **Almost half seniors have done a global course**
- Students interact about global issues, but could do more global focus out-of-class (events, committees)
- **Active global engagement matters to global gains**
- Institutional emphasis matters to course taking and study abroad participation
- **Strong global learning course focus = to study abroad in terms of contributing to gains**
- Some disciplines have limited global focus



Reflecting on
Internationalization & Global
Learning...
Comments? Questions?

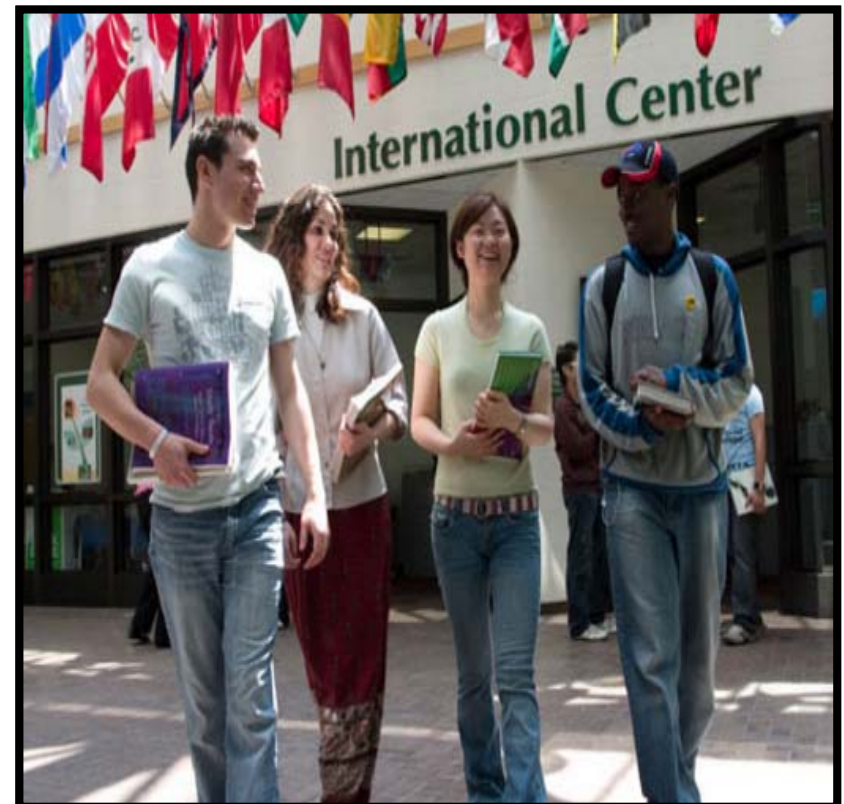


Leadership and Advocacy



NSSE and ACE: Close Correlation or Discouraging Disconnect?

What is the relationship between institutional internationalization activities and students global learning experiences & gains?





Topical Module: Global Learning

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1. How much does your institution emphasize the following?

- a. Providing courses that focus on global and international topics
- b. Providing activities and experiences (speakers, events) that focus on global and international topics

2. Which of the following have you done or do you plan to do before you graduate?

- a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)
- b. Complete a course that focuses on perspectives, issues, or events from other countries or regions
- c. Complete a course that focuses on religions or cultural groups other than your own

3. During the current school year, how much has your institution:

- a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions
- b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions

4. During the current school year, about how often have you done the following:

- a. Discussed international or global topics and issues with others
- b. Talked about international opportunities (study abroad, international internship, Model UN, field study or research abroad, etc.) with a peer or advisor
- c. Attended events or activities that promoted the understanding of world cultures, nationalities, and religions
- d. Worked on out-of-class activities (campus group, etc.) with an international or global focus
- e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)

5a. During the current school year, have you looked for information about global education programs (international internships, international field studies or research, volunteering abroad, etc.)?

- ☐ Yes
- ☐ No

(only if "Yes")

5b. Which of the following were your sources of information? (Select all that apply)

- ☐ Study abroad or international studies office
- ☐ Major/academic department office
- ☐ Career office
- ☐ Academic adviser



Status and Trends

...would you say the level of internationalization at your institution in the last three academic years (2012-13 to 2014-15) has been:

...years 2012-13 to 2014-15) has internationalization

...reasons for internationalizing? Select up to THREE:

- ☐ for a global era
- ☐ staff at the home campus
- ☐ active students at home and overseas
- ☐ rankings

- ☐ more attractive international reputation
- ☐ institutional accreditation
- ☐ new revenue for the institution
- ☐ global talent (faculty and researchers)
- ☐ contribute to international development initiatives
- ☐ Participate in U.S. diplomacy efforts



Internationalization and Global Learning

A Joint Project by the American Council on Education and the National Survey of Student Engagement



Pairing NSSE and ACE

56 US bachelor's-granting institutions

- **NSSE Global Learning module**
- **ACE Mapping Internationalization survey**
 - **Range of institutional types**
 - 41% public
 - 52% <5,000 enrollment





Findings Organized by 6 Pillars ACE Mapping Internationalization on US Campuses

6 pillars delineate key areas that together constitute a comprehensive internationalization approach

- 1. Articulated Institutional Commitment**
- 2. Administrative Leadership, Structure, & Staffing**
- 3. Curriculum, Co-curriculum, & Learning Outcomes**
- 4. Faculty Policies & Practices**
- 5. Student Mobility**
- 6. Collaboration & Partnerships**



More questions...

- What **curricular requirements** make the biggest difference?
 - Global learning outcomes?
 - Gen ed?
 - Language?
- Do **sustained co-curricular programs** (e.g. buddy programs) correlate to greater learning and “one-offs”?
- Which is more important on the faculty front – **policies or professional development**?
 - Opportunities abroad versus on campus

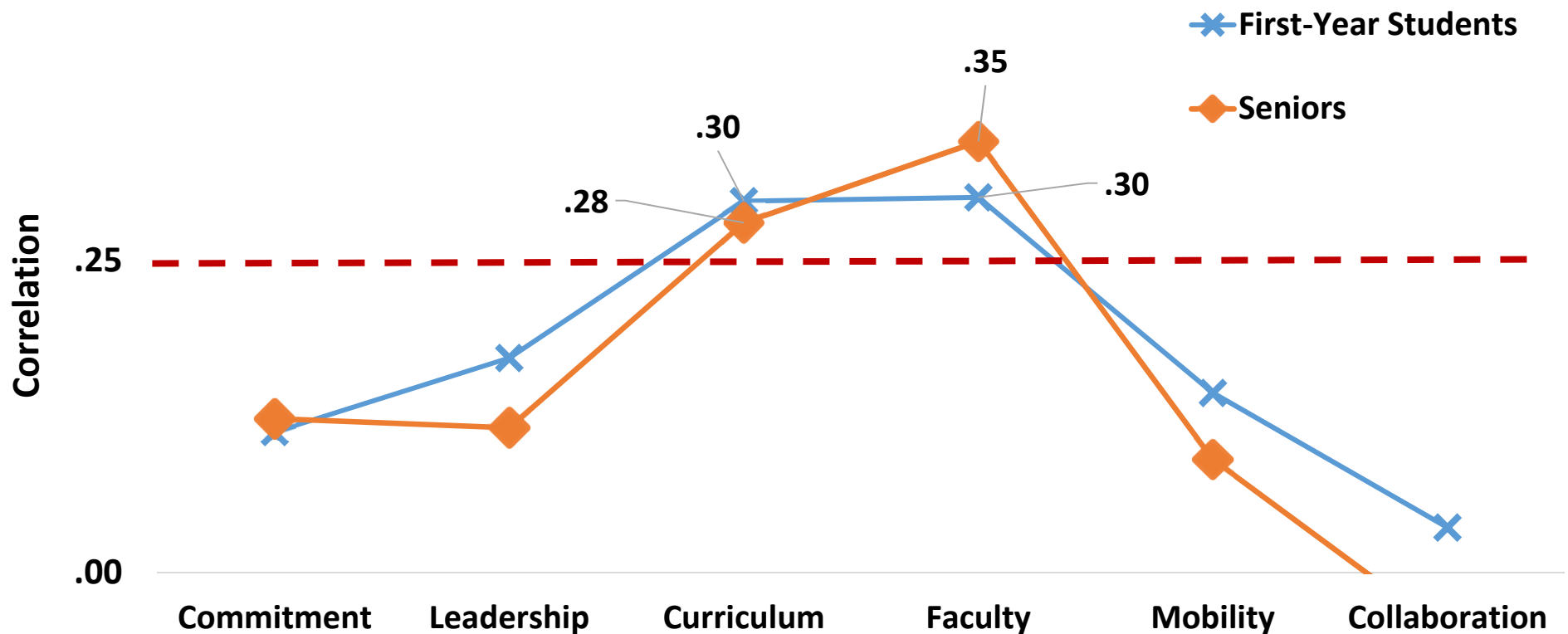
NSSE and ACE



- From ACE survey, items within each Pillar were summed & converted to 0 to 100 score
- Each institution has one score for each Pillar
- From NSSE survey, each global learning item was averaged at the institution level
- First step was looking at the overall relationship between institutional activities and efforts (ACE) and student reported activities and engagement (NSSE)

NSSE and ACE

Average correlations between institutional efforts and activities with student engagement in global learning



NSSE and ACE: Close Correlation or Discouraging Disconnect?

1. Articulated Institutional Commitment	—
2. Administrative Leadership, Structure, & Staffing	—
3. Curriculum, Co-curriculum, & Learning Outcomes	+
4. Faculty Policies & Practices	+
5. Student Mobility	—
6. Collaboration & Partnerships	— —

NSSE and ACE Curriculum, Co-curriculum, & Learning Outcomes

Initiatives with greatest impact on FIRST YEAR STUDENT
global learning

- Efforts to internationalize curric.
- Dept. & Course-level curric change
- Intn'l Res. halls

- Attended events that promoted understanding cultures, nationalities
- Worked on out of class activities with global focus



Leadership and Advocacy



NSSE and ACE Curriculum, Co-curriculum, & Learning Outcomes

Initiatives with greatest impact on SENIOR global learning

- GL outcomes
- Efforts to internationalize curric.
- Dept. & Course-level Curric. change
- Intn'l Res. Halls
- Regular Festivals/Events

- Broad impact all **ALL GL measures!**

NSSE and ACE Faculty Policies

Initiatives with greatest impact on FIRST YEAR
STUDENT global learning

Fac Recognition for
intn'l activity

- Talked about intn'l opps with fac/advisor
- Looked for info about global ed programs

NSSE and ACE Faculty Policies

Initiatives with greatest learning

- Intn'l considered in P&T
- Fac Recognition for intn'l activity

- Complete course on global trends
- Complete course on intn'l issues
- Courses encourage understanding cultures
- Courses encourage develop cultural skills
- Gains in prep for global era
- Gains in global responsib.



Leadership and Advocacy



NSSE and ACE Faculty Professional Development

Initiatives with greatest impact on FIRST YEAR
STUDENT global learning

- Funding fac to...
intn'lize courses/prog;
lead study abroad;
travel abroad; research
abroad

- Broad
impact all ALL
GL measures!



Leadership and Advocacy



NSSE and ACE Faculty Professional Development

Initiatives with greatest impact on SENIOR global learning

- Funding fac to...
intn'lize courses/prog;
lead study abroad;
travel abroad; hosting
intn'l faculty

- **Broad
impact all ALL
GL measures!**

Considering Results

1. Articulated Institutional Commitment
2. Administrative Leadership, Structure, & Staffing
3. Curriculum, Co-curriculum, & Learning Outcomes
4. Faculty Policies & Practices
5. Student Mobility
6. Collaboration & Partnerships

***REFLECTIVE
MOMENT:
What does this
suggest for
practice?***

***How does this
match what
you're
emphasizing?***



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A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY



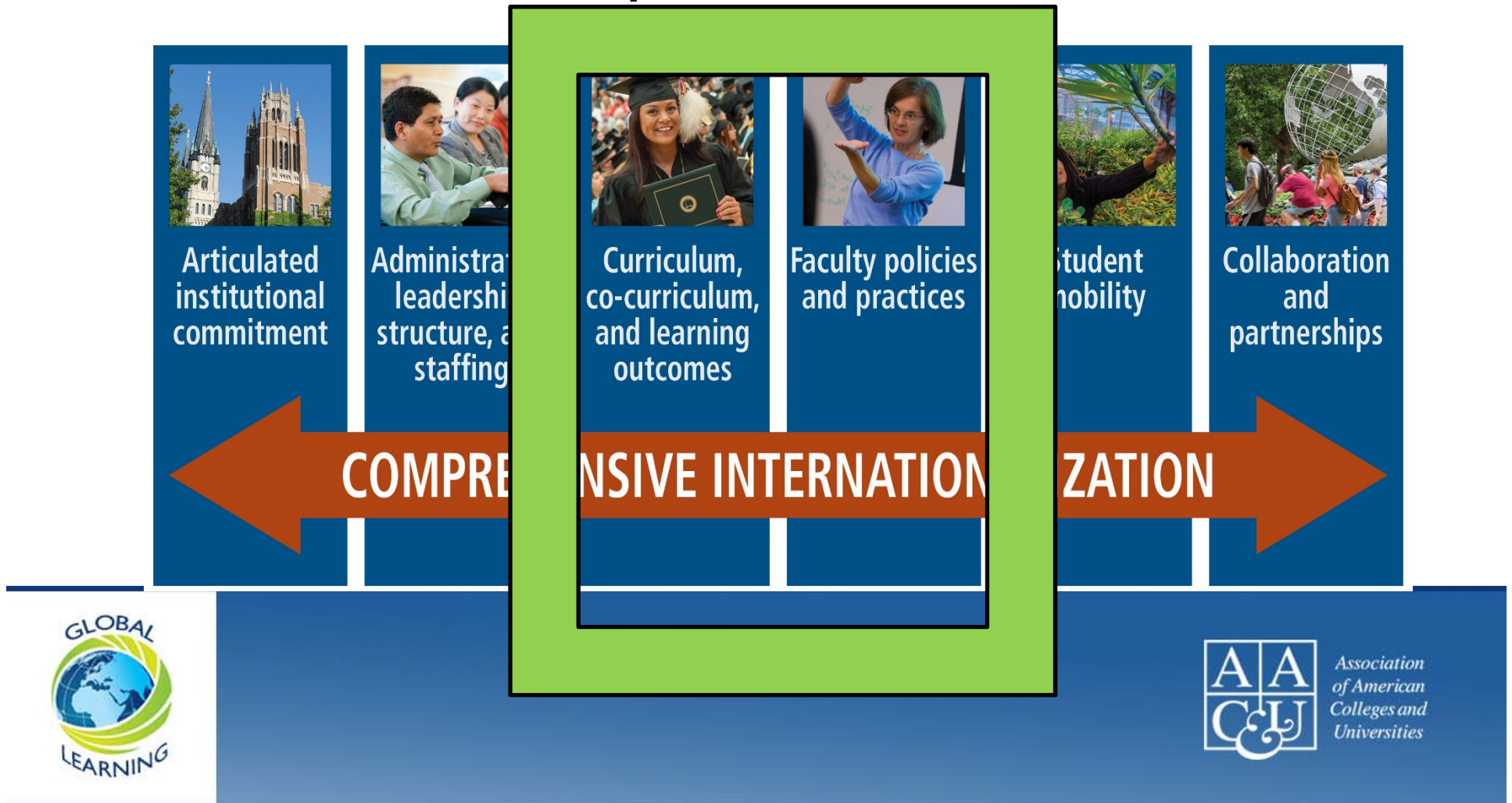
Dawn Michele Whitehead

Senior Director for Global Learning and Curricular Change, Office of Integrative Liberal Learning and the Global Commons, AAC&U

“Efforts to promote global learning must be intentional and well integrated into the institution.” – Whitehead, 2015

Where AAC&U's Work is Situated in the Model

CIGE Model for Comprehensive Internationalization



Reflections Based on Global Projects

- AAC&U has worked on Global Learning for well over 20 years
 - Shared Futures Initiative-participants reflect AAC&U's diverse membership
 - Initially focused on the majors and then shifted to general education and the majors



Integrated Global Learning for All

- Global Learning for
 - Students
 - Faculty
 - Staff
- Clear definition that is understood and used by all
- Opportunities for all to engage
- Expectation that it is important for all



Key Elements of Integrated Global Learning

- Guiding Definition
- Learning Outcomes that transcend departments, programs, and schools
- Pathways across general education and the majors
- Connections to curricular and co-curricular experiences
- Assessment of these experiences



Global Learning Competencies

- Able to practice in curricular and co-curricular experiences
- Learning is connected to both on-campus and off-campus experiences
 - Real World Learning
- Students have opportunities to solve problems
- Connection to people in local, national, and international communities
- **Some of these may not “appear to be global”



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Resources

AAC&U Website (<https://www.aacu.org/resources/global-learning>)

- Campus Models and Cases
- Institutional Global Learning Definitions
- Institutional Student Learning Outcomes
- Institutional Global Learning Outcomes



Global Learning VALUE Rubric

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

DIMENSIONS

	Capstone 4	Milestones 3 2		Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.



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Global Learning VALUE Rubric

Global Self-Awareness	<ul style="list-style-type: none"> •in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
Perspective Taking	<ul style="list-style-type: none"> •the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
Cultural Diversity	<ul style="list-style-type: none"> •the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn •respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.
Personal and Social Responsibility:	<ul style="list-style-type: none"> •the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
Global Systems:	<ul style="list-style-type: none"> •the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.
Knowledge Application	<ul style="list-style-type: none"> •in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.



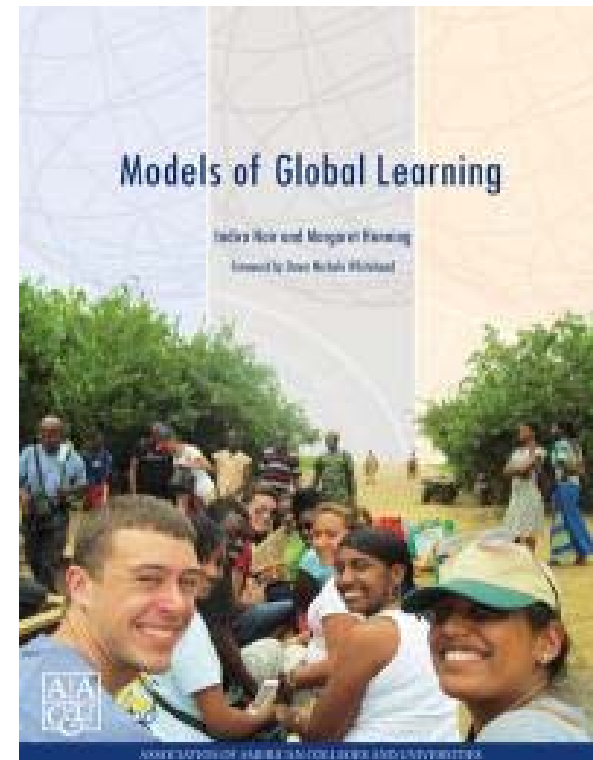
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Global Learning Publications

- Models of Global Learning
— Free Download
- Essential Global Learning
- Upcoming Issue of Peer Review is focused on Global Learning



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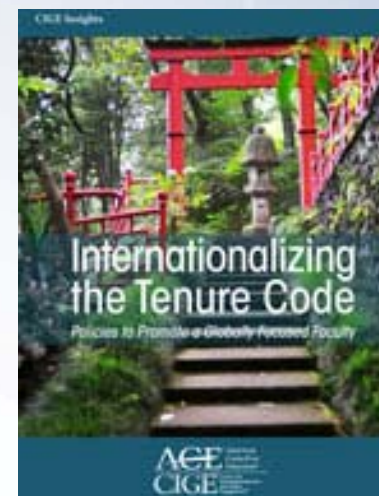
ACE Resources

Research

- **Internationalization in Action**
 - Engaging faculty (2-part series)
 - Curriculum (4-part series)
 - Co-curriculum (3-part series)
- **Internationalization Toolkit**
- **Research on promotion & tenure policies (2015)**



Available at: www.acenet.edu/cige



ACE Resources

Programs

- **Internationalization Collaborative**
 - February 17, 2018: “Leading in a World of Growing Complexity”
- **Internationalization Laboratory**



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Discussion

What do these results suggest for your campus?

What else do you want to know about your students global learning? About internationalizing efforts on campuses?

THANK YOU!!! For more:

www.nsse.indiana.edu & www.acenet.edu/cige

ACE® American
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NSSE
national survey of
student engagement

Internationalization and Global Learning

*A Joint Project by the American Council on Education and the
National Survey of Student Engagement*